

COMMISSIONING BRIEF SEPTEMBER 2022

<p>1.</p>	<p>AIM AND PURPOSE: Belmont is a provision for children and young people whose needs cannot be met in mainstream. The aim of the provision is to ensure the continued education of young people in a supportive, positive and good quality education environment in order to enable them to achieve and make progress against the outcomes in their EHCPs. In addition to providing education, the aim and purpose of the provision is to support pupils to address any emotional, behavioural and physical difficulties which affect their development and to help them develop resilience. The school is commissioned to provide access to a range of support interventions as set out in section 4 of the brief as needed by individual pupils in order to help pupils start to address any issues which affect their learning.</p>
<p>2.</p>	<p>OUTCOMES: The school will be child and young person centred and outcome focused. It is commissioned to achieve the following outcomes for pupils in receipt of the service:</p> <ul style="list-style-type: none"> • Young people are engaged in education, have a positive attitude to learning and confidence in their academic achievements. • Young people develop their emotional resilience. • Young people achieve stretching academic and vocational attainment targets to improve future life chances. • Young people have clear planned progression routes at 16 designed to meet their preparing for adulthood EHCP outcomes which will lead to employment, community activity and independence. • Young people are kept safe and are able to make safe lifestyle choices. <p>The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.</p>
<p>3. 3.1</p> 3.2	<p>DETAILS OF THE SERVICE:</p> <p>Capacity The service will provide education and support placements to a maximum of 156 (full time equivalent) pupils at any one time. Commissioned places are as follows:</p> <ul style="list-style-type: none"> • Number: 156 • Age range: 4 to 16 years • Gender: Co-educational <p>Client Group and Criteria The service is for children and young people whose special needs have been identified as:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Sensory and/or Physical needs • <p>The Local Authority will determine the categories above and these will be assessed on a case by case basis. Children and young people often have needs that crossover different areas and their needs can change over time, therefore these three broad areas give an overview of the range of needs that could be catered for within a specialist setting.</p>

<p>3.3</p>	<p>The school does not make provision for children and young people whose primary Special Educational Need is Social, Emotional and Mental Health presenting with challenging behaviour. The school does not make provision for children and young people whose primary Special Education Need require a highly adapted sensory curriculum.</p> <p>This provision is for children and young people whose academic attainments are generally well below expected levels in most areas of the curriculum or who demonstrate significant differences between their academic ability across the curriculum. This will be evidenced by standardised tests which are generally below the 30th percentile but above the 5th percentile or by significant variation in standardised testing across the cognitive range.</p>
<p>4. 4.1 4.2</p>	<p>DESCRIPTION OF THE SERVICE:</p> <p>Placements: All placements into the school will be made through the Local Authority.</p> <p>Admissions procedure: It is expected that all placements will have met the indicators for admissions at Special Schools as follows;</p> <ol style="list-style-type: none"> 1. The child or young person has an EHCP. (Assessment placements for pre school children who do not have a statutory plan will be discussed and decided at the Local Authority’s Early Years multi agency planning group.) 2. The child/young person requires a highly differentiated curriculum and/or learning environment which would not be available in mainstream settings. The child or young person’s needs will have already been supported through a high level of additional resources through the Gloucestershire graduated pathway. There must be clear evidence that despite appropriate interventions, the child/young person has persistent, complex, long term learning needs as evidenced by standardised assessments and attainments which are significantly below expected levels in most areas of the curriculum. This will be evidenced by standardised tests which are consistently below the 15th percentile. 3. The child or young person has complex and significant needs in one or more of: <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Sensory and/or physical <ul style="list-style-type: none"> • as evidenced in reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college reports from other practitioners or agencies involved with the child/young person. 4. The Resource Allocation System (RAS) score, administered by the Local Authority, needs to have indicated that a specialist provision is required to meet the outcomes on the plan. 5. The young person/parent has expressed a preference for a special school placement which is agreed by the local authority’s multi agency Special Educational Needs and/or Disability (SEND) resource panel <ul style="list-style-type: none"> • Or • The parent/young person expresses preference for mainstream school but evidence indicates that no reasonable steps could be taken by the school or local authority to overcome the ‘incompatibility with the efficient education of other pupils. (Education Act 2006 and January 2015 SEND Code of Practice: 0-25 years) 6. Additional indicators can include a predicted high level of dependency through life and long term multi agency interventions from both health and social care

5.	<p>CURRICULUM AND ACCREDITATION OF LEARNING:</p> <p>The school will provide access to a good quality and balanced curriculum. All learning will be of high-quality and provide a suitable curriculum designed to meet the needs of the individual child or young person. All potential opportunities for accreditation should be identified and stretching but achievable attainment targets for young people should be set. Pre 16 pupils will be provided with opportunities to take up work placements where appropriate and take part in vocational courses through college if required.</p>
6.	<p>ANNUAL REVIEWS OF EHCP'S AND REINTEGRATION:</p> <p>Pupils' continuing needs will be monitored through the subsequent process of the Annual Review of the EHCP. Where appropriate, this process will support reintegration into mainstream schools with transitional support.</p> <p>In any case where a change in provision is being considered, the school will call a review meeting. The school in conjunction with the LA should plan an appropriate package to support the pupil to effectively manage their transition to their next provision.</p>
7. 7.1	<p>INFORMATION, ADVICE AND GUIDANCE, TRANSITIONS PLANNING AND PROGRESSION AT 16:</p> <p>The school will deliver good quality information, advice, guidance, and support to pupils aged 14 to 16 to consider their aspirations and progression options post -16 into employment, education or training. This should include opportunities for relevant work experiences and aspirational visits to colleges.</p> <p>The school will work with the Local Authority, colleges, training agencies and employers to develop good progression routes at key stage 4 and support smooth transitions into college, training, apprenticeships and employment and work based placements.</p> <p>Partnership working with schools and other agencies</p> <p>The school is expected to fully participate in partnership and multi-agency working both at a strategic and operational level.</p> <p>The school will support children, young people and their families through a wider approach to access and secure additional support and services where this is needed to achieve good outcomes and help them to receive a seamless service. The school will have good links with other key services including:</p> <ul style="list-style-type: none"> • Children's Social Care • The Virtual School • The Education, Outcomes and Intervention Service • EHCP Casework Team • Families First • Early Help • Colleges and work placements/apprentice providers • The Educational Psychology service, • CYPS • School Nurse Service • Targeted youth support, including youth offending teams, substance misuse services and sexual health services. • Other local voluntary sector children and young people's organisations <p>The service will promote and support the maintenance and continuation of children and young people's relationships with friendship and peer groups, and local communities, as appropriate to the young person.</p>

<p>8. 8.1</p>	<p>PARTICIPATION: Parent / Carer engagement The importance of parental and / or carer engagement and the home learning environment in children and young people's education will be recognised and supported by the school. The school will meet the legal requirements to report to parents and a clear process will be in place to ensure:</p> <ul style="list-style-type: none"> • Parents/carers are actively encouraged to be involved in the education/support plan discussions and progress reviews. • Parents/carers are made to feel welcome on-site and appropriate opportunities are available for them to visit provision. • Parents are aware of their legal responsibility to ensure regular attendance at the school. • As a minimum, face to face contact with parents/carers should be made 3 times per academic year for instance through parents evenings. • Annual reports should be provided to parents.
<p>8.2</p>	<p>Participation and involvement of children and young people The involvement of children, young people and families in the design, delivery and review of the provision should be encouraged and supported and the school is expected to comply with Gloucestershire County Council's protocols.</p>
<p>9.</p>	<p>MONITORING AND REVIEW: This commissioning brief will be reviewed annually.</p>